

Forest Academy
§
Elveden Church of England Primary
Academy



Relationships, Sex and Health Education
Policy

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Completed by: E Hopkinson
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School Relationship and Sex Education Policy

Introduction

This policy is consistent with current national legislation statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. It takes account of the proposed changes to Relationships and Sex and Health Education which will become statutory in Sept 2020. This guidance will be reviewed three years from first required teaching (September 2020) and every three years after that point. It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000) and 'Sex and Relationships Education for the 21st Century'. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

At Forest Academy and Elveden C of E Primary Academy, Sex and Relationships Education (RSE) is integrated into the Personal, Social, Health and Citizenship Education programme of the school. The scheme we follow is the Cambridgeshire PSHE Service.

Relationship and Sex Education (RSE) is already compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation. Some parts of Relationship and Sex Education are compulsory - these are part of the national curriculum for science. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (See appendices).

In delivering Relationship and Sex Education, schools are currently required to have regard to the Sex and Relationship Education Guidance, published in 2000.¹ The current statutory provisions on sex education are contained in sections 403 and 405 of the Education Act 1996 as amended.

Aims and Objectives

The foundation of our Relationship and Sex Education programme is to develop pupil's knowledge, skills and attitudes so that they make informed choices about their behaviour, feel confident and competent about acting on these choices, and move with confidence from childhood through to adolescence.

This underpins our aims and objectives of our RSE programme, which are to:

- promote a concern for relationships with other people, respecting the rights and feelings of others; developing loving, caring relationships as friends, parents, members of a family and community, and ultimately sexual partners;
- provide knowledge of how the human body functions, how it grows and how we change physically and emotionally;
- emphasise the importance of self-esteem in encouraging all members of the school community to respect and care for their body and mind;
- develop positive values and a moral framework which will guide pupil's choices, judgements and behaviour into adolescence and adult life;

- present the facts about lifestyle choices in order for all pupils to then make informed judgements and to be prepared for the demands of life in the 21st century;
- create an ethos of positive relationships between all members of the school community, and for pupils to be given appropriate, accurate answers as naturally and honestly as possible to their questions on personal relationships and sex;
- work closely with parents, carers and governors in the dissemination of information on RSE and develop a partnership approach thus ensuring that all pupils receive the best RSE; and
- give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs, and ensure equality of opportunity and experience.
- help children to recognise and avoid exploitative relationships
- provide children to access additional advice and support

All of these objectives contribute significantly to the five outcomes for 'Every Child Matters' (Children's Act 2004) – that pupils 'be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.

At Forest and Elveden we also aim to:

- To work in partnership with parents to develop the knowledge and skills of pupils
- To offer pupils a planned programme of education about human development, healthy relationships and sexuality which is age and developmentally appropriate to the maturity of the child.
- To teach sexuality in a moral framework this emphasises stable relationships and a healthy family life.
- To encourage pupils to develop a positive view of themselves and respect others.
- To help pupils understand that they have rights over their own bodies.
- To help pupils recognise pressure in all its forms and develop strategies to resist and overcome this.
- To give pupils skills to recognise and manage risks both in the real and online worlds, ensuring they are keeping themselves safe.
- To support pupils to understand how to keep their bodies and minds healthy and what they can do to improve their health and wellbeing.

RSE is important at Forest and Elveden as we aim to ensure pupils and staff are confident when both learning and teaching the outcomes below:

- Lifelong learning about physical, moral and emotional development (Refer to SMSC books too)
- Understanding the characteristics of safe, positive and healthy relationships
- Gives pupils the opportunity to learn and discuss how to assess risks and keep themselves safe from harm.
- Develop the knowledge and skills to make positive and healthy choices as they develop through life into adulthood, keeping themselves and others safe.
- Prepares pupils for changes in adolescence and ensures they are equipped to manage these effectively.

The Curriculum

Our RSE Curriculum (See Appendix A) is wholly consistent with the National Curriculum (relationships education, relationships and sex education, and personal, social, health and economic education 2017), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on non-statutory guidance from the PSHE Association (2013). We are covered by the new statutory status of RSE and Health Education.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

In the **Early Years Foundation Stage**, pupils are taught elements of RSE relevant to their age and maturity. In Early Years Foundation Stage, the children will learn the basic terminology to describe their body parts and observe the differences between boys and girls.

At **Key Stages 1 and 2**, RSE is delivered through the Science and PSHE programmes. At Elveden Church of England Primary Academy this is also delivered through the R.E. curriculum (refer to individual policies).

We currently follow the Cambridgeshire PSHE service scheme of work across the school.

The following topics are taught through the Science and PSHE curriculum programmes.

- Body Parts (KS1 & 2)
- Emotions and Feelings (KS1 & 2)
- Myself and my Relationships (EYFS, KS1 & 2)
- Families and Parenting (KS1 & 2)
- Growth, Development and the onset of Puberty (KS2)
- Periods (KS2)
- Pregnancy, Birth and Babies (KS1 & 2)
- Rights and Responsibilities (KS2)
- Safety (KS1 & 2)
- Self-Esteem (KS1 & 2)
- Sexual Language (KS2) including correct vocabulary and an acknowledgement of slang words
- Stereotypes (KS1 & 2)
- Who can help? (KS1 & 2)

For further details refer to PSHE Schemes of work (Cambridgeshire Primary Personal Development Programme).

Organisation

- Class teachers deliver RSE. The school nurse and other health professionals are also invited into school to provide expertise and information in RSE for UKS2.

- A variety of teaching methods and resources are used to deliver the RSE programme including circle-time, relationship building games, videos, books, 3D models, photographs, charts, posters and visiting agencies, e.g. 'The Life Education Centre'.
- A letter is written to parents/carers of pupils in all year groups, informing them of the RSE programme.
- In Year 5, boys and girls have separate sessions considering puberty and body changes led by the school nurse.
- To ensure complete respect for each other, guidelines and 'ground rules' are made very clear to all teachers and pupils, which include no 'put downs' or reference to any individual person's relationships.

Roles and Responsibilities

The Governing Body

The Curriculum Committee of the governing body monitors our relationship and relationship and sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex and relationship programme that we teach in our school.

The role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our relationship and sex education, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex and relationship programme, and ensures that all adults who work with children on these issues, are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The role of PSHE/RSE co-ordinator

The PSHE/RSE lead will ensure that the long term overview sets out what is to be taught in PSHE for each topic. There is a two-year cycle and the subject leader has reviewed to ensure coverage and progression. (Please refer to PSHE Curriculum Map separately), in order to see each year group with key topic and/or the statutory learning outcomes. They will also ensure that RSE/PSHE policy are updated annually, lesson plans and books are monitored to ensure they follow the objectives as well as analysing data termly.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our relationship and sex programme.

The role of parents

The school is well aware that the primary role in children's relationship and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationship policy and practice;
- answer any questions that parents may have about the relationship and sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for relationship and sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to relationship and sex education, including correct biological language, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the relationship and sex programme that we teach in our schools, that is not part of the science national curriculum. If a parent wishes their child to be withdrawn from relationships and sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Provision For Pubertal Pupils

- We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for SRE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it.
- We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.
- Parents are encouraged to inform the school when their daughter begins menstruation, in order that all staff can be aware of those times when they may be feeling unwell or unable to take part in physical activities including P.E or swimming. However, physical activity is encouraged as it improves blood flow and reduces the cramping associated with periods.
- Girls starting their periods have access to sanitary facilities kept by Year 6 teachers. Sanitary bins are provided in the girls toilets in the UKS2 department.
- Female members of staff are always available to reassure pubertal girls and ensure that there is no embarrassment with regard to dealing with their periods.

Provision For Sexual Identity and Orientation and protective characteristics

It is up to schools to make sure that the needs of all pupils are met in their programmes. Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them and sensitive to their needs. The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

Sexual orientation and what is taught in schools is an area of concern for some parents. Schools that liaise closely with parents when developing their sex and relationship education policy and programme should be able to reassure parents of the content of the programme and the context in which it will be presented.

Schools need to be able to deal with homophobic bullying. Guidance issued by the Department (Social Inclusion: Pupil Support Circular 10/99) dealt with the unacceptability of and emotional distress and harm caused by bullying in whatever form – be it racial, as a result of a pupil's appearance, related to sexual orientation or for any other reason.

In teaching Relationships Education and RSE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Forest and Elveden Academies ensure that all of their teaching is sensitive and age appropriate in approach and content. We take into consideration the point at which we consider it appropriate to teach pupils about LGBT. We ensure that this content is fully integrated into the programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

In accordance with the Equality Act 2010 when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

SEND

At Forest and Elveden, we believe that Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. At Forest and Elveden, teachers are required to ensure their planning and teaching is differentiated in order to be accessible for all. Schools should also be mindful of the preparing for adulthood outcomes, 12 as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Online Safety

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers

should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

By the end Primary School – Please see Appendix B

Confidentiality

Teachers conduct relationship and sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and follow the school's safe guarding policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will follow the school policy on safe guarding and notify the senior designated person. Any visitor to the classroom is bound by the schools policy on confidentiality, regardless of whether they have or their organisation has a different policy. Confidentiality policies are designed to enable staff to act in the best interest of young people.

Monitoring and review

The PSHE Co-ordinator reviews the RSE policy every 3 years, taking in account any new data or guidance that needs to be added and updated, the policy would then be given to the Head teacher who then puts it forward to the governors. Parents will be made aware of this policy via the school website.

The Curriculum Committee of the governing body monitors our relationship and relationship and sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the sex and relationship programme that we teach in our school.

Appendix A

Foundation Stage (Age 4 - 5)

<p>Early Learning Goals (2012)</p>	<p>Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
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The following section gives the questions our children will engage with as part of our planned RSE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme (CPPDP) Unit My Body and Growing Up BG F.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • Who are the members of my family and trusted people who look after me? 	<ul style="list-style-type: none"> • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? 	<ul style="list-style-type: none"> • What can my body do? • How am I learning to take care of myself and what do I still need help with? • How do I feel about growing up?

The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.

<ul style="list-style-type: none"> • To describe their own appearance and name external body parts including using agreed names for the sexual parts. • To understand ways in which their body has changed since they were a baby. • To understand how members of their family and other trusted people care for and look after them. 	<ul style="list-style-type: none"> • To recognise similarities and differences between the bodies of girls and boys. • To understand ways of looking after their body and keeping it clean. 	<ul style="list-style-type: none"> • To understand and value what their bodies can do. • To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. • To recognise how growing up makes them feel.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • Who is my family and how do we care for each other? • Who are the different people who make up a family? • How do I know if something is safe or unsafe? 	<ul style="list-style-type: none"> • How can I be a good friend? • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Can I say 'No' if I feel unsure about something and it does not feel safe or good? 	<ul style="list-style-type: none"> • What things are especially important to my family and me? • What do I think I have to keep safe from?

Key Stage 1 (Year 1/2)

Statutory Science Curriculum	<ul style="list-style-type: none"> • Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Y2 notice that animals, including humans, have offspring which grow into adults • Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	<ul style="list-style-type: none"> • about the process of growing from young to old and how people's needs change • about growing and changing and new opportunities and responsibilities that increasing independence may bring • the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls 	<ul style="list-style-type: none"> • about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings • the importance of and how to maintain personal hygiene • how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are the names of the main parts of the body? • How can I keep my body clean? • How can I stop common illnesses and diseases spreading? • How do babies change and grow? • What do babies and children need? 	<ul style="list-style-type: none"> • What can my body do? • How have I changed since I was a baby? • What are my responsibilities now I'm older? 	<ul style="list-style-type: none"> • Do I understand how amazing my body is? • When am I in charge of my actions and my body?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 and SR2

<ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans, including agreed names for sexual parts. • To know how to keep themselves clean. • To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. • To know that humans produce babies that grow into children and then into adults. • To understand the needs of babies and young children. 	<ul style="list-style-type: none"> • To describe what their bodies can do. • To consider the ways they have changed physically since they were born. • To consider their responsibilities now and compare these with when they were younger. 	<ul style="list-style-type: none"> • To understand that they have responsibility for their body's actions and that their body belongs to them. • To appreciate how amazing their body is.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are risky situations and how can I keep myself safer? • What healthy choices can I make? • What are some of the similarities and differences between me and others? • Who looks after me and what are their responsibilities? • Do I understand what good and bad secrets might be? 	<ul style="list-style-type: none"> • Can I name some different feelings? • How can I stand up for myself? • How can I negotiate to sort out disagreements? • Can I describe what a friend is and does? • How do I cope when friendships change? 	<ul style="list-style-type: none"> • How do my feelings and my actions affect others? • Who is in my family and how do we care for each other? • Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?

	<ul style="list-style-type: none"> Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	<ul style="list-style-type: none"> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise their increasing independence brings increased responsibility to keep themselves and others safe that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<ul style="list-style-type: none"> that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media how their body will change as they approach and move through puberty to recognise how images in the media do not always reflect reality and can affect how people feel about themselves about human reproduction

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 3/4. These areas will be covered using the CPPDP Units Sex and Relationships SR3 and SR4. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> How are males and females different and what are the different parts called? What are the main stages of the human life cycle? How do different illnesses and diseases spread and what can I do to prevent this? 	<ul style="list-style-type: none"> Why is it important to keep clean? What am I responsible for now and how will this change? What can I do for myself to stay clean and how will this change in the future? 	<ul style="list-style-type: none"> What can my body do and how is it special? How do parents and carers care for babies? What does it mean to be 'grown up'?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 and SR4

<ul style="list-style-type: none"> To understand the physical differences between males and females. To recognise the main external parts of the bodies of humans, including scientific names for sexual parts. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. 	<ul style="list-style-type: none"> To understand the benefits of carrying regular personal hygiene routines. To consider their responsibilities and how these have changed and how they will change in the future. To consider who is responsible for their personal hygiene now, and how this will change the future. 	<ul style="list-style-type: none"> To value their own body and recognise its uniqueness. To consider the responsibilities that parents and carers have for babies and children. To investigate perceptions of being 'grown up'.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What risks are there to my safety, my friendships and my feelings? What are some of the different lifestyles and beliefs people have? When might I need to break a promise or tell a secret? What changes have I already experienced and might I experience in the future? 	<ul style="list-style-type: none"> How can I communicate my emotions? How can I cope with difficult emotions? How do I cope when relationships change? 	<ul style="list-style-type: none"> How can I have a healthy lifestyle? How am I changing as I grow up?

Key Stage 2 (Year 5/6)

Statutory Science Curriculum	<ul style="list-style-type: none"> Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Y2 notice that animals, including humans, have offspring which grow into adults Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	<ul style="list-style-type: none"> Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Y5 describe the life process of reproduction in some plants and animals. Y5 describe the changes as humans develop to old age.
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Non-statutory PSHE Curriculum most relevant to RSE (PSHE Assoc 2013)	<ul style="list-style-type: none"> to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise their increasing independence brings increased responsibility to keep themselves and others safe that bacteria and viruses can affect health and that following simple routines can reduce their spread 	<ul style="list-style-type: none"> that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media how their body will change as they approach and move through puberty to recognise how images in the media do not always reflect reality and can affect how people feel about themselves about human reproduction
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The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 5/6. These areas will be covered using the CPPDP Units Sex and Relationships SR5 and SR6. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are male and female sexual parts called and what do they do? What happens to the bodies of boys and girls when they reach puberty? How can the spread of viruses and bacteria be stopped? What is HIV? (ref 'Sex and Relationships' OfSTED 2002 (HMI 433)) How are babies made? 	<ul style="list-style-type: none"> How can I keep my growing and changing body clean? How can I express my feeling positively as I grow up? What should adults think about before they have a baby? 	<ul style="list-style-type: none"> What influences my view of my body? What are families like? When am I responsible for how others feel?

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 and SR6

<ul style="list-style-type: none"> To identify male and female sexual parts and describe their functions. To know appropriate terminology for use in different situations. To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. To understand that physical change happens at different rates for different people. To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria. To know about the facts of the human lifecycle, including sexual intercourse. 	<ul style="list-style-type: none"> To know about new aspects of personal hygiene relevant to puberty. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. To have a basic awareness of responsible parenting choices. 	<ul style="list-style-type: none"> To understand how the media, families and friends can influence attitudes to their bodies. To consider how they have some responsibility for the feelings and well-being of others. To consider the need for trust and love in marriage and established relationships. To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners, extended families.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are the different consequences for taking physical, social and emotional risks? What does being healthy mean and what are the benefits? What different kinds of families are there? How are my friendships and relationships changing? 	<ul style="list-style-type: none"> How do I manage strong emotions? How do I recognise how other people feel and respond to them? How can I share my views effectively and negotiate with other's to reach agreement? 	<ul style="list-style-type: none"> How can I show respect for different views, lifestyles and beliefs? What can I do when I realise I'm in a bad mood? When am I responsible for my personal safety?

Appendix B

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	<ul style="list-style-type: none">• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix C – Parental withdrawal form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			